

# GRADE LEVEL CONTENT EXPECTATIONS

# 5<sup>ELA</sup>

v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

**Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.**

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

**Students will...**

- explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context
- use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication)
- automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year
- know the meanings of words encountered frequently in grade level reading and oral language contexts
- acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins)
- fluently read beginning grade level text and increasingly demanding text as the year proceeds
- determine the meaning of words and phrases in context (e.g., symbols, idioms, recently-coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources)

**Narrative Text****Students will...**

- analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit
- analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery)
- analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot
- explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts

**Informational Text****Students will...**

- analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases)
- identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution)
- explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas

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## Comprehension

### *Students will...*

- connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses
- retell and summarize grade level appropriate narrative and informational text
- analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize)
- apply significant knowledge from what is read in grade level science and social studies text

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## Metacognition

### *Students will...*

- independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing)
- plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately)

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## Critical Standards

### *Students will...*

- develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences

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## Reading Attitude

### *Students will...*

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own

## WRITING

### Writing Genres

#### **Students will...**

- write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions
- write poetry based on reading a wide variety of grade level appropriate published poetry
- write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings
- use the writing process to produce and present a research project
  - including a teacher-approved topic, narrowed focus question, and hypothesis
  - using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details

### Writing Process

#### **Students will...**

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text
- use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast)
- use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs
- constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs)
- independently and collaboratively edit and proofread writing using grade level checklists

### Personal Style

#### **Students will...**

- exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

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## **Grammar and Usage**

### ***In the context of writing, students will...***

- identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list

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## **Spelling**

### ***In the context of writing, students will...***

- spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)

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## **Handwriting**

### ***Students will begin to...***

- write neatly and legibly

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## **Writing Attitude**

### ***Students will...***

- be enthusiastic about writing and learning to write

## **SPEAKING**

### **Conventions**

#### ***Students will...***

- use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise)
- adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion)
- use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text
- make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)
- be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)

### **Spoken Discourse**

#### ***Students will...***

- engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)
- discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning
- respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose
- plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning

**LISTENING  
& VIEWING**

**Response**

***Students will...***

- listen to or view in a variety of genres and compare their responses to those of their peers
- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions
- begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing)
- go beyond the information given by a speaker, making inferences and drawing appropriate conclusions